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ORGANIZATION AND ADMINISTRATION OF DISTRIBUTIVE EDUCATION PROGRAMS FOR ADULTS.

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THIS GUIDE WAS PREPARED TO ASSIST COUNTY SUPERINTENDENTS, LOCAL DIRECTORS OF VOCATIONAL EDUCATION, LOCAL COORDINATORS, AND SUPERVISORS IN THE ORGANIZATION, DEVELOPMENT, AND SUPERVISION OF DISTRIBUTIVE EDUCATION PROGRAMS FOR ADULTS. IT WAS ESPECIALLY ORIENTED TO FLORIDA. IT DESCRIBED DISTRIBUTIVE COOPERATIVE ENTERPRISE INVOLVING BOTH COUNTY SCHOOL ADMINISTRATION AND THE COMMUNITY. THE COORDINATOR OF THE PROGRAM WORKED AS LIAISON BETWEEN THE TWO, SURVEYING THE COMMUNITY, CONTACTING BUSINESS ORGANIZATIONS, FORMING AN ADVISORY COMMITTEE, SELECTING TEACHERS, AND DEVELOPING COURSES OF STUDY APPROPRIATE TO THE COMMUNITY NEEDS. THE ADVANTAGES AND DISADVANTAGES OF SEVERAL TEACHING METHODS WERE DISCUSSED, SUCH METHODS AS LECTURES, FORUMS, SYMPOSIUMS, AND BUZZ SESSIONS. ADULT OFFERINGS IN VOCATIONAL DISTRIBUTIVE EDUCATION WERE LISTED FOR MANAGEMENT, SUPERVISORY PERSONNEL, AND EMPLOYEES IN SUCH OCCUPATIONAL AREAS AS BANKING, INSURANCE, REAL ESTATE, AND TRAVEL. THE APPENDIX INCLUDED TEACHER CERTIFICATION REQUIREMENTS, AWARD FORMS, AND 23 REFERENCES. (LY)

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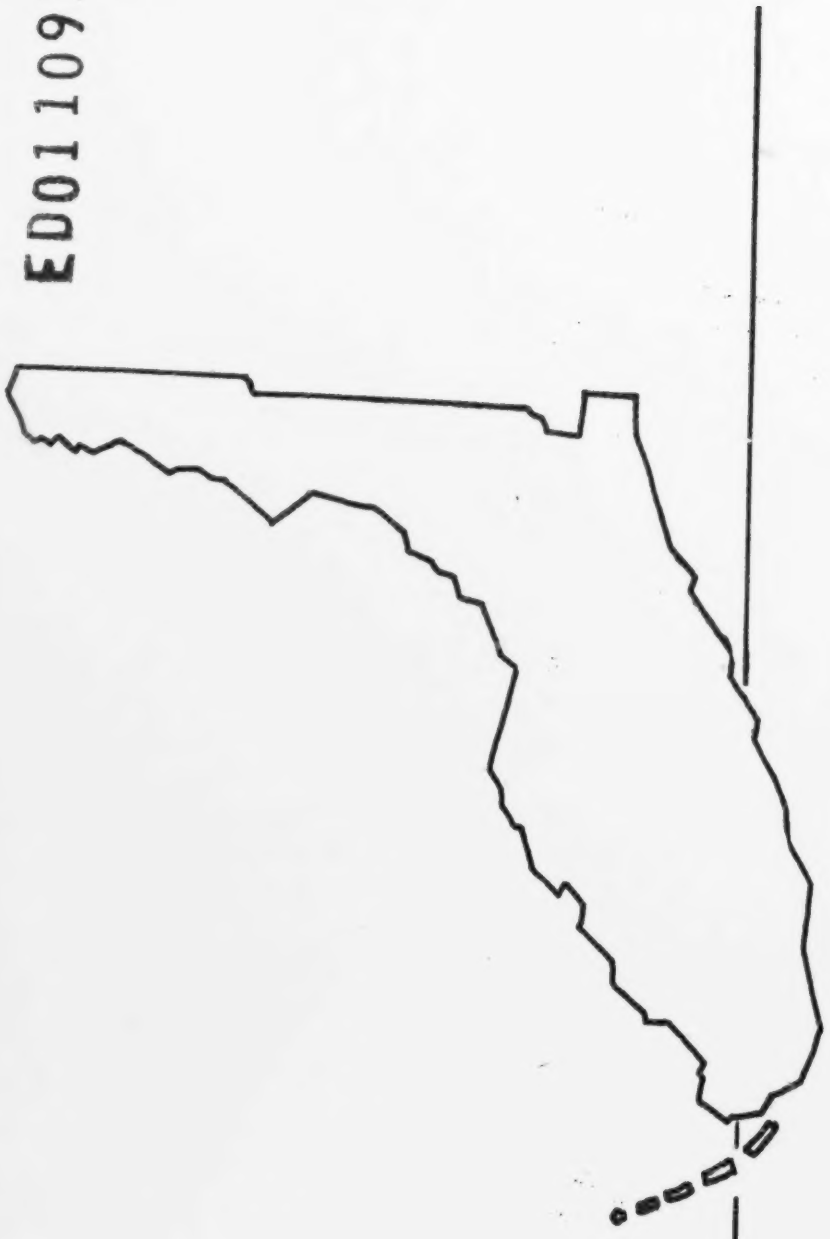

ORGANIZATION AND OPERATION OF DISTRIBUTIVE EDUCATION PROGRAMS FOR ADULTS

THE STATE DEPARTMENT
OF EDUCATION

Floyd T Christian
State Superintendent

TALLAHASSEE, FLORIDA

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DISTRIBUTIVE, COOPERATIVE, AND BUSINESS EDUCATION

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ORGANIZATION AND OPERATION OF DISTRIBUTIVE EDUCATION PROGRAMS FOR ADULTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

Distributive education had its inception in 1936 with the passage of the George-Deen Act. This Act provided funds to be made available to states for the launching of a nationwide program designed to provide training for people engaged in or about to be employed in distributive occupations.

Subsequent legislation has kept the distributive education program in operation and has expanded its offerings to include more people. Through the initial efforts of the federal government, cooperation of state governments, and the aggressive activity in many local communities, distributive education is now established as an integral part of the total education program.

This guide is offered to assist county superintendents, local directors of vocational education, local coordinators, and supervisors in the organization, development, and supervision of distributive education programs for adults. Since every step cannot be foreseen in the promotion and development of county or institutional programs, the professional approach may have to be implemented by the local distributive education specialist.

This guide was developed under the supervision of Miss Gail Trapnell, Curriculum Specialist for Distributive Education.

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PHILOSOPHY AND OBJECTIVES

Vocational instruction in distributive education is designed to fit people for employment in a recognized non-professional distributive occupation. It includes training or retraining for those preparing to enter a recognized distributive occupation upon completion of the program. Adult distributive education is also provided for those who are already employed but who wish to upgrade or update their occupational skills and knowledge to achieve employment stability or advancement.

A distributive occupation is defined as an occupation that is followed by proprietors, managers, or employees engaged primarily in the marketing or merchandising of goods or services. These occupations are commonly found in various business establishments such as (without being limited to) retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.

The major objective of the adult distributive education program is to prepare persons for gainful employment in distributive occupations. More specifically, the objectives may be stated as follows:

A. To offer an educational program which provides the field of distribution with a source of better trained personnel to meet business needs and demands, thereby contributing to the reduction of business losses due to inefficient personnel as well as unsound management policies and practices.

B. To provide special education which will assist in upgrading individual qualifications and performance, thereby providing the individual with the knowledge necessary for progressive ability and confidence to assume higher responsibilities.

C. To provide individuals in the community an opportunity to have the advantages of formal qualified instruction to supplement regular on-the-job employee training.

The adult program provides education to the entry, supervisory, and managerial levels of businesses in the marketing and distribution occupations. These programs should result in immediate increase of job efficiency, eventual promotion, and better understanding of the field of economic activity in which workers are engaged.

ADMINISTRATION

State Program Administration

The Statutes of Florida establish the State Board of Education as the State Board for Vocational Education. They empower it to cooperate with federal agencies in administering all phases of the vocational-technical education program. This Board also has responsibility for administering all state and federal laws and funds for promoting the program and for articulating it with other phases of the state program of education. The Statutes designate the State Superintendent of Public Instruction as secretary and executive officer of the State Board for Vocational Education and empower him to designate the assistants needed to carry on the program.

The Florida State Plan for the Improvement of Vocational Technical and Related Education Services[1] is a contract between the State of Florida and the Federal Government defining the structure approved by the Florida State Board for Vocational Education for operating the Vocational, Technical, and Adult Education programs in the State. According to provisions of the State Plan, the State Director of Vocational, Technical, and Adult Education and specialized qualified assistants in the respective vocational-technical services are responsible to the executive officer of the Board, and through him, to the State Board for Vocational Education for the administration and supervision of all phases and aspects of the program.

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[1]Florida State Plan for the Improvement of Vocational, Technical, and Related Educational Services, State Department of Education, Division of Vocational, Technical, and Adult Education, Bulletin 70A-3.

In view of these assigned responsibilities, the Division of Vocational, Technical, and Adult Education is responsible for coordinating, administering, and supervising the total state-wide program of vocational-technical education conducted by county boards of public instruction.

The Division is organized into sections of specialized areas with distributive education assigned to the Distributive, Cooperative, and Business Education Section. This section is administered by an Assistant Director who delegates the concerns of distributive education to specialists who assist him in administering the state-wide program for distributive education.

Local Program Administration

The responsibility for the distributive education program for adults is generally assigned to the vocational administrative personnel in counties where such individuals are employed. In other counties, the County Superintendent of Public Instruction or his designated representative may be responsible for activities in this field.

The county or junior college coordinator for adult distributive education is the one largely responsible for the promotion, planning, and growth of this phase of vocational education. He is a member of the county supervisory staff in accordance with the local organizational pattern. The coordinator ordinarily would be responsible to the county director of vocational and adult education unless otherwise designated by the local school board or county superintendent.

Junior colleges operating under Plan 1[1] are responsible for all vocational education beyond the secondary school. This is the responsibility of the president and is usually delegated to a Division Director or Dean for Vocational, Technical, and Adult Education. Junior colleges operating under Plan 1, 2, 3, and 4[2] may institute college credit programs in distributive education and these can be delegated to an appropriate division, department, or a coordinator who is directly responsible to the president.

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[1]Alternative Plans of Organization and Operation of General Adult and Vocational Educational Services in Areas Served by Community Junior Colleges, State Department of Education, Division of Community Junior Colleges, CJC - 12/65.

[2]Ibid.

ORGANIZATION AND OPERATION

Organization

The organization of the adult distributive education program is a cooperative enterprise involving both the county school administration and the community. In accordance with the provisions of the State Plan, the County School Board through the local Superintendent of Public Instruction should request the State Supervisor of Distributive, Cooperative, and Business Education on Form A that special vocational instructional units under the Minimum Foundation Program be allocated the county for the establishment of adult classes in distributive education. Form A is a request for special unit allocation for the next fiscal year and is submitted to the office of the State Superintendent of Public Instruction by May 15 of each year.

Nine hundred instruction hours constitute one full vocational unit. A fraction of a unit calculated at the rate of 1/900 of an instruction unit for each hour of instructional service rendered shall be allowed for part-time vocational teachers. For example, if a county plans to operate classes totaling 450 clock hours of instruction, the county would request .5 of an instruction unit (450/900 = .5 unit). Three units would be requested for the operation of 2700 clock hours of instruction (2700/900 = 3 units).

It is recommended that a Supervisor or Coordinator for adult distributive education classes be appointed to initiate and set in motion the procedures listed below:

A. Contact interested business associations and firms and form a local advisory committee.

B. Provide the advisory committee with survey information regarding training needs of the community as obtained from the employment service or other reliable sources.

C. Plan and conduct a meeting between the advisory committee and the school administration to determine what programs and courses are to be offered.

D. Organize the class in cooperation with the advisory committee by:

1. Locating and selecting a competent instructor; arranging for his certification and/or teacher training program
2. Developing a course of study that will satisfy the needs of the individual students and business
3. Securing suitable classroom facilities and instructional materials
4. Arranging appropriate publicity releases through various media
5. Supervising enrollment to see that registration meets the State Board regulations for Average Daily Attendance.

E. Report class operation to State Department of Education on appropriate reporting form* when the class closes.

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*A new reporting form is now being developed by the State Department of Education. The Assistant Director for Distributive, Cooperative, and Business Education should be contacted to obtain copies.

Appointment of Advisory Committees

A vital aspect of the organization and operation of adult programs in distributive education is the utilization of advisory committees, as the establishment of classes requires the advice and assistance of many people. There are those who may only assist in the promotion and administration of the program.

Advisory committee reports should be organized for the purpose of advising and counseling the local school authorities. Such committees should be composed of representatives from the local distributive businesses. Business, civic, and trade associations should be consulted in selecting the membership of advisory committees. The coordinator of the adult distributive education program, in cooperation with the director of vocational and adult education, should submit a list of names to the county superintendent for appointment to the advisory committee.

The responsibilities of the advisory committee should be clearly defined and understood prior to appointment. The committee should be advisory in nature, leaving the specifics of course content and method to the coordinator and the instructor. This committee should be non-salaried and its functioning should be without expense to the appointing authority.

The advisory committee may function in broad areas or specific areas. Special industry advisory committees--i.e., insurance, real estate, etc.--may be set up for such purposes as:

A. To give overall advice on the operation of a specific education program

B. To advise on content of courses to be offered

C. To assist in the development of specifications for facilities and equipment

Committees may be temporary or permanent in nature depending on the functions to be performed. Frequently it is found most useful to combine both elements by having some permanent and some temporary appointments to a committee. The permanent members are those considered to have the long-time interest in the program, while the temporary members might be those indicating more immediate needs and interests. The committee membership should designate a chairman and a secretary who will function within the prescribed responsibilities.

Suggested functions of the advisory committee should include the following:

A. Assist in securing enrollment, facilities, equipment, and resource material.

B. Develop promotional and publicity activities.

C. Assist in community surveys to determine training needs.

D. Help prepare course outlines and courses of study.

E. Aid in securing competent instructors for the adult classes.

F. Aid in securing financial and legislative support.

G. Assist in evaluating the program to both the community and the appointing authority.

H. Assist in the placement of students upon completion of the program.

It is important that an agenda be prepared prior to each meeting and that minutes of the meetings be properly maintained for matter of record. These responsibilities may be assumed by the chairman of the advisory committee and a secretary appointed by the committee members.

Determining the Needs of the Business Community

The needs for adult education in the distributive field are many and varied. To develop a truly comprehensive adult program in distributive education, these needs must be determined by the local coordinator working in conjunction with the adult supervisor and the advisory committee. These needs may be determined in a variety of ways, some of which are described below:

A. Observation--

The coordinator may find that certain needs exist by observing services and operations of businesses in his community. He may see some of these needs and recommend training for these needs. Training suggested should not be based entirely upon "hunch" procedure, but upon realistic facts observed or noticed in his well-defined knowledge of the business community.

B. Interviews--

Interviews or talks with employees, employers, and customers will reveal situations demanding training. These interviews

are often impromptu and informal as any rigid procedure to seek information may result in "no information." People talk more freely in relaxed and informal situations. Information and/or facts may indicate needs not clearly known by those interviewed. Recommendations may come from information received from the interview.

C. Surveys--

The study of local surveys conducted by local merchant's groups or trade groups will certainly reveal needs. The surveys usually indicate strengths and weaknesses within local businesses. A careful study of these surveys by local school officials, coordinators, and advisory committees usually indicates the direction to take in promoting and establishing local training courses or programs.

The local school officials or other interested persons may advise and undertake a survey on their own to determine needs. These "home spun" surveys are usually as effective as the more elaborate or professional ones since the locally prepared survey can be directed to specific situations and can normally be administered quickly and economically.

D. Occupational Reports--

Local, state, and federal agencies are constantly releasing data on the occupational status of local businesses and industries. These agencies are ready to assist local school or trade agencies

in the interpretation of these reports. Such reports reveal possible needs which may lead to the establishment of training programs.

E. Agencies--

Most local agencies dealing with business, industry, local government are excellent sources of information and assistance. Although each agency may have different objectives concerning their operations, they deal in "people" and their well-being. These agencies are usually in a position to offer suggestions and in many cases direct help in organizing local adult programs. Regularly scheduled conferences with agency leaders is the essence of future training programs. Some of these agencies are as follows:

1. Chambers of Commerce
2. Boards of Trade
3. Merchants Associations
4. Trade Associations
5. Local schools
6. Unions
7. Sales Executives Clubs
8. Professional Associations
9. Government--local, state, federal
10. Service clubs
11. Junior Chambers of Commerce
12. Individual business firms--retail, wholesale, service, and industrial firms

Promotion and Publicity

Oftentimes many educators, businessmen's organizations, and merchants are unaware of the advantages which accrue from adult education programs. A carefully arranged and prepared presentation to the members of the business community can attract attention to their needs and the opportunities available to them in adult distributive education programs. The coordinator's responsibility is to present this data showing the value of education in this field so skillfully that the need for and advantages of this education will be apparent.

In a local area it is suggested that the coordinator first approach the most strongly organized group. The coordinator should discover the "live-wire" group or the leaders in the community, as success in a local situation largely depends upon the selection of the right group to initiate favorable reaction to the program, to publicize it, and to influence the citizens and businessmen in the community.

A. Presenting the Needs to Employer Groups--

Appeals to merchants, trade associations, and chamber of commerce officials should be based upon the profit motive. They will not be interested in the program unless they have a general understanding of the objectives of these classes and the assurance that the instructors are qualified through their training and experiences. The following are some of the advantages which can accrue to an individual organization through the adult distributive education program:

1. To decrease training costs
2. To improve workers' efficiency, improve morale, improve customer services by providing refresher training in new methods and merchandise knowledge, better preparation in human relations for workers who have been employed for some time.
3. To teach others to instruct; to help build training material by teaching supervisory personnel to teach others.
4. To educate supervisors and managers in the best methods of working with employees, of building department and organizational morale, and or increasing employee and organization efficiency--thus building stronger organization.
5. To provide scholastic recognition for distribution. Emphasis on the educational needs for successful work increases the prestige of the work. People feel that educational recognition for training increases the value of that training, so they can accept the necessity for continuous improvement.

B. Selling the Programs to Employed Persons--

The value of training programs should be explained to all the workers as simply as possible. Each worker should be given the type of training he needs. They should be told

the objectives of the program, and the course content should be explained to them. The result of an effective training program may be "brought home to them" through simple illustrations of what it has accomplished in the case of individual workers or in particular companies. Explain that training enables the worker:

1. To improve his chances for advancement. Executives will be more likely to advance trained people in their own organization to key positions than to go outside their organization.
2. To reduce errors of various kinds, to increase his efficiency, and to acquire accurate knowledge about his job and what he does.
3. To make better showing in connection with employers' systems for rating and evaluating the employees. These systems are designed to recognize good work and ability.
4. To prepare themselves for transfer to other departments or more desirable kinds of work.
5. To derive increased pleasure or satisfaction from present work.
6. To broaden their knowledge and understanding of their work and of work related thereto. In the rush of daily routine work, it is often difficult for an employee to get an understanding of other departments and of many

of the "behind-the-scenes" activities of his company.

7. To meet and make friends with others in similar work in other companies.
8. To help make the company in which he works a good place in which to do business.
9. To acquire a better knowledge of duties and problems and in this way lessen misunderstandings and friction with fellow employees.
10. To make their position more secure during periods of business retrenchment.

C. Selling the Program to Unemployed Persons--

This group of persons may be one of the most difficult to reach as their dispersion throughout our populace impedes the identification of them as a "captured audience."

In selling the distributive education program to this group, care must be taken to state the benefits in realistic terms which they can understand. Philosophical reasoning and flowery speech will not be understood nor accepted.

Explanations such as these may be offered:

1. The instruction is "tailor-made" to meet his particular interests and needs.
2. It helps to develop a feeling of self-confidence in one's abilities.

3. Serves to develop a feeling of pride and individual worth from the achievements he will realize.
4. The program helps to develop salable skills which will lead to full-time employment.
5. In obtaining full-time employment, he will be better able to provide for his family in a manner he desires.

D. Selling the Program to Educators--

Educators are sometimes prone to delay action on a new idea or program. They often want to "analyze" or "survey" the proposed plan for a lengthy period of time. It is necessary, therefore, in presenting the distributive education program to the educator to appeal to his judgment, reasoning, and good sense. One should not over-emphasize to educators the benefits that will occur to owners and employed workers from training in distributive education. Rather, it is better to emphasize the increased opportunity it opens to the school to serve the community, and the fact that distributive education may be reimbursed from state and federal funds.

E. Suggested Methods for Promoting Program--

Among the methods that may be used to bring the proposed training program to the attention of the groups that should be reached in a small or medium-sized community are the following:

1. Articles and announcements in trade bulletins, magazines, and other local or state publications.
2. A series of news stories, incorporating specific examples of types of courses and explaining the results of training in other communities.
3. A paid advertisement donated by the Chamber of Commerce or some other organization.
4. Radio announcements and programs which portray in story form, the value and results of training for distributive occupations.
5. Postal-card reminders to selected groups and individuals prior to the opening session of the classes.
6. Telephone calls to explain the program to persons belonging to specific groups.
7. Announcements on bulletin boards in business establishments and other public places.
8. Brief explanations in ten-minute meetings with business employees.
9. Publicity through the Chamber of Commerce or trade associations.
10. Encouragement of "word-of-mouth" publicity to everyone who might be affected by the program.

Selection and Preparation of Instructors

A. Selection of Instructors--

In locating prospective instructors qualified in the field in which they are to offer instruction, consideration should be given to local business establishments which have persons in their employ who are thoroughly familiar with their particular line of work and who are vocationally competent to conduct classes. Since a major function of an advisory committee is to aid in the development and strengthening of the program, the problem of securing well-qualified instructors is one for its consideration. Full use should be made of the broad experience of this group, representing as it does, a cross section of businesses, civic organizations, and trade groups. The supervisor or coordinator must seek out prospective instructors and not wait for them to come to him. Care must be taken to maintain the standards that have been set for employment. To do otherwise is to invite serious instructional problems.

It cannot be taken for granted that the individual suggested will necessarily want to teach. A number of appeals can be made in talking with a prospective instructor. Among these are the prestige that comes from teaching, opportunity to meet people in business and to gain new ideas, and the personal satisfaction that comes from teaching and rendering a public service.

To be successful in teaching adults, the instructor must be socially acceptable. That means he must be in good standing in

the community, must be an emotionally mature person, and he must have the respect of the business leaders in his field. He must also have the type of outgoing personality that will encourage class members to respond. Such faults as an unpleasant appearance, poor speaking voice, or faulty grammar will lessen his chances for success, but this does not infer that it would necessarily make him an unsuccessful teacher. Rather it is important that the instructor have the ability to express himself on the student's level of understanding and that he have the ability to create enthusiasm and initiative on the part of the students.

The following procedure is offered in order to assist the coordinator in securing the most competent instructor and meeting certification requirements.

1. Complete Form CG-10 (see Appendix), including the health certificate.
2. Send $5.00 fee with application to the State Department of Education, Certification Section, Tallahassee, Florida.
3. File Withholding Form W-4 with local administration.
4. File loyalty oath with local administration.
5. Verify in writing by employer, experience in the field, and file with the local administration.
6. Record all part-time certificates with the local administration.

The instructor and the coordinator should enlist the services of resource people to supplement instruction whenever possible. Various sources for obtaining instructors are the advisory committee, the Junior Chamber of Commerce, and the local school administration. An employed teacher is already certified and understands methods of teaching. The use of a "call staff" is recommended. This is a list of all available teachers in the area designating their fields of specialty.

The small county may find it to their advantage to hire a teacher-coordinator, who will not only act as the coordinator of the programs, but will also participate in carrying a portion of a teacher's load. Local high school Distributive Education and Diversified Co-operative Training coordinators might also be instrumental in assisting to organize classes for adults on a part-time basis. (See Appendix for State Certification Requirements.)

B. Preparation of Instructors--

It is recommended that an educational program be established to familiarize qualified people with teaching methods which would enable them to present subject matter in the most effective way to groups of adults. Most of the training of adult instructors will be on an individual basis to meet individual need. Some of this training may be given before the instructor starts to teach; the remainder to include on-the-job training carried on during the instructor's period of employment. Group training of instructors has the advantage

of permitting pooling experiences and this tends to weld the members into a professional group.

When feasible, an inexperienced teacher who is willing to learn may be placed with an experienced teacher either on a voluntary basis or as a second teacher in the classroom if Average Daily Attendance is sufficient to warrant this. Special orientation and in-service training for adult instructors can be arranged through the distributive education teacher-educators at the University of South Florida and Florida Atlantic University.

The supervisor should strive to create enthusiasm and initiative in the teacher. He should caution the teacher to pace his instruction according to the ability of the student.

The supervisor, coordinator or teacher-trainer need not be a specialist in all subject matter to be taught. He must be thoroughly familiar, however, with up-to-date methods of group instruction and be able to show how the methods can be adapted to particular training situations. A typical course should include orientation to the adult distributive education program, the learning process, methods of teaching, evaluations, application and practices. Such training and instruction is available at the University of South Florida and Florida Atlantic University in the Distributive Education Department.

Qualifications of Enrollees

While it is often true that there is little opportunity to select the student in the adult distributive education program, the coordinator should assume the responsibility of seeing that the enrollees are qualified for

training. Vocational state and federal regulations require that there be a reasonable expectation for employment when the training is completed, and that the training be in keeping with the student's needs, interests, and abilities. The coordinator must have the authority to process students in a pre-determined procedure, thereby helping to assure proper placement of the student and to insure the student's understanding of specific course objectives. Sufficient time must, therefore, be given to proper guidance and counseling.

If this is followed, the adult distributive education program will contribute to the improvement in standards of living through better services, lower costs, and a general improvement in the field of distribution. The program will help in the development of better citizenship, and will contribute to community improvement.

Many of the adult offerings may be through special efforts of an employer, in which case the employer may select the students for the course. A particular offering for an employer would be a controlled class, in which the students would be pre-screened and pre-selected.

Another factor for consideration in proper student selection is the image it will provide to the education institution. A successful adult distributive education program enhances the image of the Board of Public Instruction or the junior college in the community. It will bring school and business into closer cooperation, increasing the practical educational contribution from school to society. Adult distributive education programs secure both monetary and training benefits for the students which provides the pathway to a better community relationship.

Finance

Payment of instructional personnel for part-time classes is made through the vocational unit allocation pro-rated on the basis of 900 hours of instruction per unit. Some counties supplement the hourly rate for instructional personnel based upon a local support formula. In some cases various businesses may supplement these salary payments.

A budget is recommended for each course or program of instruction in order to determine the total cost. When the budget is determined, any excess cost may be pro-rated among the enrollees by charging a nominal registration fee. This fee may be established by the adult supervisor, the local coordinator, and the advisory committee. In some locales the registration fee may be established by the county school administration.

All consumable supplies, including pass-out materials, other instructional materials, and promotional materials or expenses used by the enrollees and/or in the operation of the program (including rental costs if applicable) may be covered in the registration fee. Some counties charge a registration fee and a materials fee for each course based on the amount of consumable materials used by the students in the course. This materials fee includes all expenses of the course not included in monies received from Minimum Foundation Funds or county funds. Travel and/or fees for consultants may either be reimbursed by the county or included in the registration fee depending upon the local county regulations.

Facilities

Ideally, both facilities and equipment should be comparable to that which is in use, or entering into use, by the employment opportunities in that area. Projected modernization and changes should be included in content and methods of instruction.

Existing school facilities and equipment should be made available for use. Use of privately owned facilities and equipment may be provided for when such use appears desirable.

Resource material, including school and public libraries, should be made available to the adult student. Provision should be made for the purchase of necessary materials for student use as determined by the coordinator, subject to State and County regulations. Textbooks and resource material should be organized and available within the classroom during all class meetings when finances permit their purchase.

The facilities used should offer an atmosphere conducive to learning. Good surroundings with adequate tables and chairs, blackboards, lighting, etc., usually promote a psychological atmosphere conducive to good training. In addition to the classroom itself, adequate parking, rest room facilities, and smoking privileges should be considered.

Provisions should also be made for the use of audio-visual equipment such as movie projector, overhead projector, opaque projector, flip charts, film strips, mock-ups, flash cards, flannel boards, chalk boards, tape recorders, record players, television, radio, and conference telephone service as or when needed.

Awards and Certificates

It is recommended that a certificate with appropriate signatures be awarded to each person successfully completing a predetermined number of class hours or series of courses. Consideration may also be given to the presentation of certificates for attendance. (See Appendix for sample certificates.)

When feasible, some token which represents the emblem or symbol of the industry such as a charm or pin that could become a part of the person, may be presented to the student. Banquets, luncheons, receptions, and socials are other methods of showing recognition. Such activities may be sponsored by local trade associations, civic groups, etc. The presentation of awards and certificates can be used as a promotional device to promote the offering of additional courses.

Evaluation

To perpetuate and contribute to the betterment of the adult distributive education program, the adult supervisor must be ever aware of the importance of evaluation.

In adult education, evaluation is predicated on the basic assumption that the purpose of education is to change behavior--the thinking, feeling, and acting of adults--in desirable ways. "Evaluation, then involves both measurements of behavior and judgments about the extent to which it has changed in the direction of established goals."[1]

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[1]Wilson Thiede, "Evaluation and Adult Education," Adult Education, edited by Jensen, Liveright, and Hallenbeck, Adult Education Association of the U. S. A., 1964, p. 292.

Evaluation must be "an integral part of any plan for adult education. It should be applied to the planning of the program, to the execution of the program, and to the results."[1]

The major purposes of evaluation are summarized as follows:[2]

A. To determine how near the individual student and the group as a whole come to reaching the goal that they set out to attain.

B. To measure the rate of progress that the students are making at any given time in the course.

C. To determine the effectiveness of specific teaching methods, materials, and activities.

D. To provide information which will be useful to the student, the instructor, and the public.

The evaluation process includes five basic steps:[3]

A. Determining what to evaluate--

The evaluation of a program is largely based on the extent to which the pre-established objectives were attained. Therefore, the appropriateness and sources of the objectives must be carefully evaluated. Sources of objectives include:

1. The needs and values held by the society
2. The objectives of the organizational auspices under which the adult education program is conducted.

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[1]Barton Morgan, Glenn E. Holmes, and Clarence E. Bundy, Methods in Adult Education, The Interstate Printers and Publishers, Inc., Danville, Illinois, 1960, p. 151.

[2]Ibid., pp. 152-153.

[3]Thiede, op. cit., pp. 294-300.

3. The needs and interests of the individuals

4. The subject matter itself

5. The learning theory

Regardless of the source or sources selected to obtain the objectives of the program, these objectives must be realistic, attainable, and closely related to the needs and interests of the adult learner.

B. Defining the Behavior Desired--

The objectives of the program must be clearly defined in terms of the specific behavorial outcomes desired.

C. Determining Acceptable Evidence--

In order to determine what evidence is acceptable in evaluating the attainment of an objective, one basic question must first be answered--how will the individual behave at various stages of attainment? This will necessitate the determination of sub-objectives and order of attainment.

D. Collecting Evidence--

Evidence of various types should be collected to evaluate the attainment of the objectives as reliably and as validly as possible. Pre-tests and post-tests are common tools, as are check lists, self inventories, performance tests, interview records, and observed behavior. Care should be taken, however, to present these tools to the adult learner for the purpose of self-evaluation rather than for grade determination.

E. Summarizing the Evidence and Making Judgments--

After the evidence has been collected, it should be summarized and analyzed to determine the extent to which the objectives have been realized and to identify the strengths and weaknesses of the program. Judgment decisions should then be made as to how the program may be modified to make it more effective.

In the evaluation process, attention should be paid to the evaluation of the teaching ability of the instructor, the adequacy and suitability of the physical facilities and equipment, and to the learning outcomes of the individual students.

An evaluation device to be used by the students may be devised to include the following items:

1. Training ability of the instructor
2. Suitability of content
3. Organization of content
4. Introduction
5. Knowledge of subject
6. Appointment of time
7. Group participation
8. Handling of visual aids
9. Handling of discussion
10. Appropriateness of methods
11. Closing
12. Recognition of student needs

Personal Qualities of the Instructor:

1. Appearance and dress
2. English and manner of speaking
3. Group management and control
4. Quality of voice
5. Poise-bearing movements
6. Attitude toward class

Physical Facilities and Arrangements:

1. Room arrangement
2. Equipment available
3. Record keeping
4. Light, heat, and ventilation
5. Teaching supplies
6. Class schedule

The evaluating device or instrument should be carefully prepared to insure the most complete information desired. The evaluation must be positive in approach, and should be short and simple to use.

The checklist presented below represents a sample of selected questions taken from the evaluative criteria for distributive vocational education prepared by the American Vocational Association. A copy of the entire instrument may be obtained from the American Vocational Association, 1025 15th Street, N. W., Washington, D. C.

Checklist

( ) Definite objectives of each specific training program are set up in advance, and are developed cooperatively by workers, management, vocational educators and other interested parties.

( ) The distributive education program is constantly adjusted to meet the current needs of the community.

( ) The courses offered give training opportunities in broad areas as well as meeting the needs in specific areas.

( ) Instruction is directed toward clearly formulated, comprehensive and long-range objectives in distributive education.

( ) An advisory committee assists, through advice and recommendations, in coordinating problems, information, terminology, skills and activities of instruction with business practices.

( ) Activities approximate as nearly as possible the actual activities and conditions in distributive occupations.

( ) Business resources of the community are utilized in the instructional activities.

( ) Individual differences of adult enrollees are considered in selecting, planning and conducting instructional activities.

( ) The instructor periodically evaluates the instruction in light of standards of achievement recognized as acceptable in business.

( ) Course outlines, study guides and manuals for instructors are available for use in instructional activities.

( ) Follow-up studies are carried on to determine the results of the adult program.

( ) Results of follow-ups are made available to interested community groups and individuals for study.

( ) Distributive employer-employee groups react favorably to the total program.

( ) Persons who have participated in one training class enroll for other distributive education offerings.

( ) Evaluation activities are a part of the instructional activities.

INSTRUCTION IN DISTRIBUTIVE EDUCATION FOR ADULTS

The Adult Student

The most determinant factor in the success of an adult distributive education program is the ability of the instructor to motivate and teach the adult student. This rests on his understanding of the adult as a learner, his insight into the adult's motivations, attitudes, fears, complexes, and needs.

The adult student who comes to the classroom from the workaday world and a real life situation cannot be compared with the elementary or secondary school student whose life principally evolves around the classroom situation. The differences are marked, especially as they relate to the immediate concerns of an adult throughout the various stages of his life span. In early adulthood, he may be concerned with rearing a family and planning for a long-term successful career. In later years, he may become more concerned with his financial security and the breaking up of his household as his children leave home. As he approaches retirement age, he will become concerned with the use of his leisure time.

The needs, attitudes, and motivations of the adult will vary in each of these life stages. To ignore the emotional composition of the adult as a student is to invite his resentment and failure. UNDERSTANDING thus becomes a prime requisite for a successful adult program in distributive education.

Being highly motivated, many of the adult students enter the program with a definite purpose. Others need to be encouraged to actively participate; their interest must be aroused and an understanding established as to the need for continuing education. There are some adults who are keenly interested in

enrolling in this type of program, but are hesitant to do so as they question the social acceptibility of "going to school" at their age. Others may lack self-confidence in their ability to learn. This may be due to the fact that the adult had little success in school as a child, that he has forgotten how to study, or that he fears possible embarrassment in the classroom.

Because of his age and breadth of experiences, the adult student may have become "set in his ways," thus being highly resistant to change. Pre-established opinions and prejudices may cause him to appear somewhat narrow-minded in attitude. The older the student, the more probable it is that these prejudices are stronger and more difficult to change.

The adult student resents being treated as a child in a typical school classroom situation. He resents being asked questions which he considers to be senseless, and he may resent being called on by the instructor when he does not volunteer to participate in classroom discussions.

Most of the adult students resent what may be considered "red tape" in completing lengthy registration forms, personal resumé forms, and evaluation forms. They resent the instructor who is incompetent just as they dislike the instructor who adopts a "know-it-all" attitude in class.

All of these resentments, fears, likes, and dislikes can be found in the typical adult class. Their ages may vary from 16 to 70, and the educational level may vary from less than eighth grade to college degree or higher. Thus, it is imperative that the curriculum for the adult program be carefully planned so as to encompass the gamut of interests and abilities. To implement and to effectuate this curriculum, the instructor must have an understanding of the adult student and his learning processes.

The Ability of the Adult To Learn

Adulthood is usually determined by two factors: physiological and sociological maturity. Physiologically, a person becomes an adult when he has grown to full size and strength; this point comes at the climax of adolescence and is very close to the point at which a person reaches his peak in physical ability--somewhere around the ages of twenty to twenty-five. After this age, the adult experiences a slowing down in reaction time, his sensory perceptions become less sharp, and his physical stamina may begin to weaken. It must be remembered, however, that these changes will occur at different ages and in varying degrees from one individual to another. These physiological changes and declines must be understood and recognized in conducting adult classes and in planning room and/or seating arrangements. Care must be taken in using audio-visual aids so that each class member can both see and hear what is going on with the least amount of effort.

All research indicates that adults can learn as it has been proven that one's capacity to learn does not decline with increasing age unless there is a physiological change involving brain damage. In fact, the I.Q. increases with age for those with more education. Vocabulary, if used, increases with age. There is a decline in the rate of learning as age progresses, but the intellectual power in and of itself does not change.

The social factor is less frequently considered a characteristic of adults, but this factor is implicit in much of adult education. Socially, an adult is one who has become independent and responsible for himself in

the society where he lives. The social factor involves such things as independence from family authority, economic independence, and the assumption of responsibilities for family and for community.

In analyzing the social factor, attention must be given to the experience of an adult. Adults, as compared to youth, have had more experiences, more different types of experiences, and organize these experiences differently. Because of this, the adult will approach education from a different vantage point than will the school youth. The adult will approach the idea of continuing education from a more practical point of view, as he is more concerned with the immediate problems facing him in the workaday world. He is interested in building a better life for himself now, in obtaining results now, not in the distant future as is usually the case for the school youth. Thus, it is important that "feedback" play an important part in the adult program, as knowledge of his progress and the observance of tangible results will motivate the adult to continue to learn.

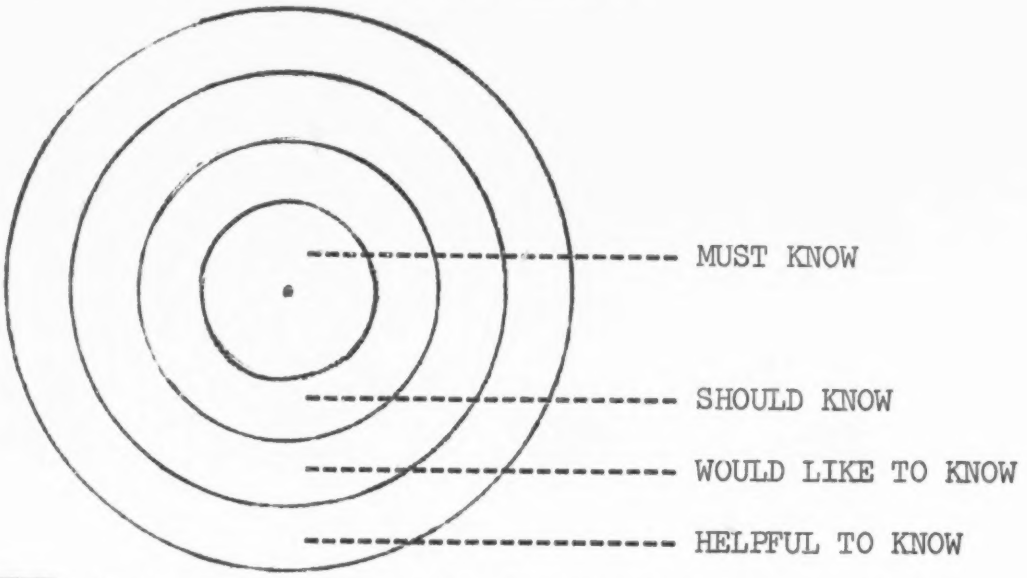
Time denotes a different factor to an adult than it does to a school youth. To the latter, time is an infinite period extending into an endless future. But to the adult time is finite. Time is precious. He realizes that he has a limited number of years remaining to accomplish his life's ambitions and objectives. Because of this limited time factor, the adult must choose the activities in which he will participate. In many instances, he will rank social, political, and economic responsibilities over education. In planning the adult program, therefore, consideration must be given to the

scheduling of classes. This suggests a flexible realistic organization of the curriculum, rather than attempting to fit a rigid semester or quarter pattern.

Planning the Curriculum

The needs, interests, and abilities of the class form the basis for the development of the curriculum. With this as a foundation, the "bull's eye" technique may be employed to determine the courses of study and their sequence within the curriculum.

In using this technique and the curriculum approach in the development of the adult program, the instructor should first determine the "target" of his instruction, or that which the student must know. Secondary objectives follow to include that which the learner should know. Upon the achievement of these two goals, instruction should be given as to what the learner would like to know and that which he might find helpful to know.[1]



[1]Guide for Part-Time Instructors: Distributive Education for Adults, U. S. Department of Health, Education, and Welfare, Vocational Division Bulletin No. 259, D. E. Series No. 21, 1955.

With these objectives constituting an outline for instruction, a broad curriculum can then be developed which would include a planned sequence of courses moving from the "target" to the periphery. For example, an adult program may be developed which would begin with basic salesmanship and move through supervisory management.

The use of the curriculum approach to adult distributive education programs discourages the offering of "disconnected" short courses and the tendency to provide a "shot-in-the-arm" type of training program.

After the curriculum has been developed and the sequence of course studies arranged, the instructor should then prepare his instructional outline for each course of study. A topical outline based on the objectives for that particular course should be outlined, followed by sub-topics, and the development of specific points in a logical teaching order.

Teaching Methods

Having stated the objectives and having prepared a teaching outline for each course of study, the instructor must then select the method or combination of methods which will help to reach the desired goal. The selection of the particular method to be used in any one class should be determined by:

1. The Character of the Subject--
   a. Is direct information needed?
   b. Are there different points of view to be presented?
   c. Is this a controversial subject which will stimulate discussion?

2. Available Leadership--

   a. Who can be called upon as speakers, panel members, discussion leaders?

   b. How can the total class be involved?

3. Available Facilities--

   a. Does the room lend itself to formal or informal use?

   b. How can the setting be adapted to facilitate discussion?

   c. Is equipment available? --moving picture projector, loud speaker system, blackboards, visual aids, etc.

4. The Character of the Class--

   a. How many do you expect to attend?

   b. What is the level of education, age spread, occupational background, and general interest of the group?

Some of the most frequently used methods are described below:

A. The Lecture--

A lecture is a carefully prepared oral presentation of a subject by a qualified expert. It is usually rather formal.

<u>The Lecture May Be Used</u>:

1. To present factual material in a direct and logical manner.
2. To present one point of view on a controversial subject.
3. For accounts of travels or personal experiences.
4. To entertain or inspire an audience.
5. To stimulate thinking and further study on a problem and to open the subject for general discussion.

Some Special Advantages of the Lecture:

1. Some people can learn more easily by listening than by reading.
2. It is suitable for large audiences.
3. It is easy to organize.

Some Limitations:

1. Good speakers informed on subjects of interest to your group may be hard to find. Experts are not always good speakers.
2. The role of the audience is passive.
3. Its effect on the audience is difficult to guage.
4. Only one side of a question is presented with little chance for challenge or rebuttal.

Physical Requirements:

1. A stage or a raised platform -- and a speakers' rostrum.
2. Adequate seating so that every member of the audience may see and hear the speaker in comfort.

Procedure:

The chairman should introduce the speaker to the audience with brief remarks as to his position, his experience, or special qualification.

If visual aids such as films, slides, maps, charts, etc., are to be used, they should be appropriate to the subject, to the audience, and so used as to heighten audience interest, not distract their attention.

At the conclusion of the prepared lecture the chairman should thank the speaker.

Question Period:

A question period may help to overcome some of the shortcomings of the lecture by providing for limited participation. If a question period is to follow, both the speaker and the audience should be so informed before the lecture begins. The forum technique or the buzz session may be used to improve the quality and quantity of questions and to stimulate discussion. The chairman (or some other qualified person) should serve as moderator during the question period.

B. The Symposium--

A symposium is a series of prepared speeches given by two to five experts on as many aspects of a problem as there are speakers. The talks should be short and to the point (10 to 25 minutes each).

The Symposium May Be Used:

1. To present new material in a concise and logical way.
2. To present several objective viewpoints to give an impartial treatment to the subject under consideration.
3. To give a fair analysis of several sides of a controversial issue.
4. To stimulate thinking, study, and discussion.
5. To clarify aspects of a complex problem and to show the relation of the parts to the whole.

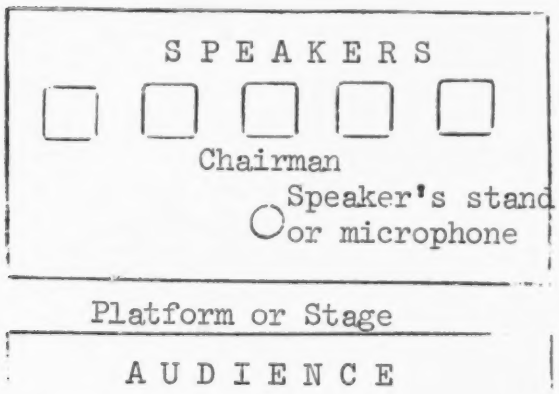
Some Advantages:

1. Allows for several points of view.
2. More comprehensive coverage of the subject is possible.
3. Short speeches prevent lengthy digressions and keep the audience alert.
4. Your program doesn't sink or swim with the performance of one speaker.

Some Limitations:

1. The symposium is quite formal.
2. The role of the audience is passive.
3. There is little opportunity for discussion between the speakers.

Physical Requirements:



The symposium requires a larger platform than is necessary for the lecture.

Conditions for audience seating are the same as for the lecture.

Procedure:

The chairman should introduce each speaker with a few brief remarks at the beginning of the program or before each rises to speak.

There may be a short question period after each talk or questions may be reserved for a discussion period.

A short period may be allowed for exchange of questions and comments between the speakers before the discussion period. If a question period or discussion is planned, it may be handled as outlined for the lecture.

C. The Panel--

The panel consists of a group of 4 to 8 persons who have special knowledge of the subject and who hold an orderly conversation on an assigned topic in full view of the audience.

The Panel May Be Used:

1. To identify and explore a problem or issue.
2. To give the audience an understanding of the various parts of a problem.
3. To weigh the advantages and disadvantages of a course of action.

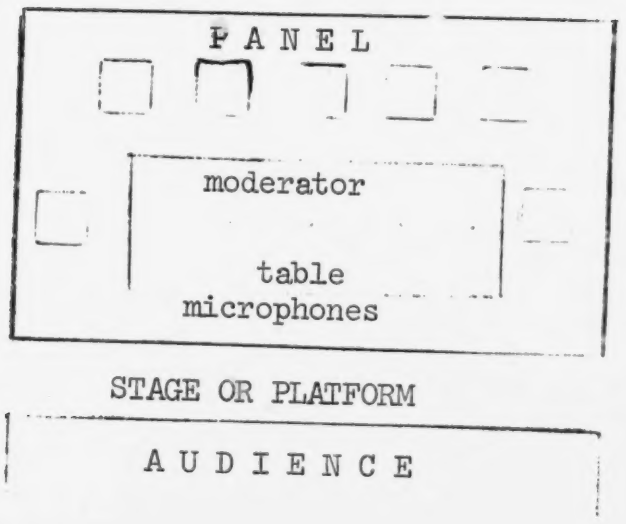
Advantages:

1. The panel establishes informal contact with the audience.
2. Frequent changes of speaker and viewpoint whet interest and stimulate discussion.

Limitations:

1. The panel may not cover all aspects of the problem or may over-emphasize one aspect.
2. The subject may not be considered in logical order.
3. Extreme difference of opinion among the panel may block progress toward a solution.
4. To keep the discussion moving may require a skilled moderator.

Physical Requirements:



The stage or platform must be large enough to seat the panel in comfort along a table facing the audience. The moderator should be seated in the center.

Microphones must be so located that all speakers may be heard from where they are sitting.

Procedure:

The panel members should be introduced by the moderator. Each may make a short statement (not more than 5 minutes) before the exchange of ideas and comment begins.

The panel may be used to develop a subject introduced by a film or short lecture. It may be followed by a forum in order to broaden discussion and involve the audience.

D. The Forum--

The forum is a public assemblage in which everyone has a chance to voice his views. The forum is usually used to facilitate orderly discussion after the topic has been introduced by a speaker, panel, film, or some other method.

Advantages:

1. The forum permits audience participation in a large meeting.
2. It helps the development of opinion by testing ideas under fire.

3. It can contribute to the development of the concensus necessary before action may be taken in the community.

Limitations:

1. The success of the forum depends upon the ability of the moderator and the maturity of the audience.
2. Partisan controversy and heated debates may be stimulating, but it often inhibits the development of consensus.

Procedure:

After the subject has been introduced and developed by any suitable method, the moderator will call for questions and comments from the audience. He must rephrase or repeat each question and direct it to a particular speaker or panel member. He must keep the discussion moving and orderly. At intervals he may summarize the arguments.

Except in very large meetings, the use of written questions is not recommended.

The censoring or "editing" of questions must be avoided at all costs.

Physical Requirements are the same as for any large meeting. The use of assistant moderators stationed in strategic locations in the audience may speed up the process of identifying and recognizing those who want to participate. The use of portable or parabolic microphones greatly improves the effectiveness of the forum in a large meeting.

E. The Film Forum--

The film forum is a program using a motion picture to introduce or develop a subject for discussion.

The Film May Be Used:

1. To establish a mood or supply a background for consideration of the subject.
2. To introduce the subject for discussion.
3. To emphasize, illustrate, or document a subject already introduced by a speaker or panel.
4. To summarize a discussion and bring home the salient points to the audience.

Advantages of the Film:

1. Provides the audience with a vivid and immediate common experience on which to base discussion.
2. Effective with audiences of limited education.
3. The showing of a film will often attract a larger audience than would normally attend a purely verbal program.
4. Films can often express complex ideas in terms which are easily grasped.

Advantages of Discussion with a Film:

1. Discussion can bring out applications of the film's message.
2. Aspects of the problem not shown in the film may be considered.
3. Discussion emphasizes the important ideas presented in the film.

Film Selection:

1. 16 millimeter films are usually preferred.

2. Films should be well-organized and contain information not well imparted by any other medium.
3. Films should have high technical quality with no disturbing elements.
4. Film content should be significant and suited to the particular audience.

Precautions:

1. Speakers and discussion leaders should preview the films to determine their suitability and to note points to bring out in discussion.
2. Too much film tends to inhibit discussion. Not more than half the program time should be film showing and not more than three films should be used.

Physical Requirements:

Projection equipment should be set up, checked and the film threaded before the program begins. The projectionist should be trained to operate the particular equipment used. Adequate provision for darkening the room should be made.

Procedure:

Many variations are possible. Generally, the film should be introduced to the audience by a few brief remarks on what it is about, what to look for, or any special information which will help them understand and apply its message. A brief review or discussion by experts following the showing will often stimulate discussion.

F. The Buzz Session--

The buzz session is a device for involving every member of a large audience directly in the discussion process. The audience is divided into small groups (5 to 7 members) for a limited time (5 to 7 minutes) for discussion to which each member contributes his ideas.

The Buzz Session May Be Used:

1. To develop questions for a speaker or panel.
2. To discover areas in which the group would like more information or further study--especially useful for institutes or conventions.
3. To discover areas of special interest for future programs.
4. To evaluate a meeting, institute or convention in terms of its value to the participants.

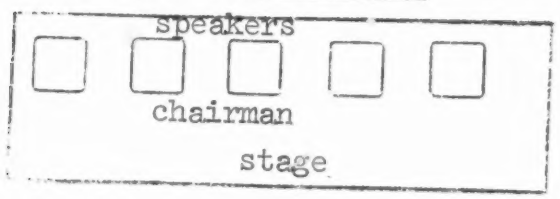
Advantages:

1. Provides a source of fresh ideas of real interest to the group.
2. When used in planning, it promotes individual identification with the program and its goals.
3. It gives everyone a chance to participate without having to get up in front of the full meeting.

Limitations:

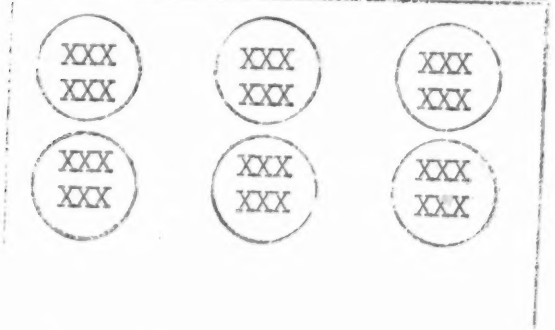
1. The amount of individual participation is restricted.
2. Contributions of the several groups may be contradictory or difficult to combine.

Physical Requirements:



Movable chairs facilitate quick organization of buzz groups. In an auditorium with fixed seats, the first three in the front row turn and face the three sitting behind them in the second row. The next three face those behind them, etc.

Audience during Buzz Session



Cards and pencils should be distributed quickly while or before the groups form.

Procedure:

The chairman must assign limited and specific objectives to the buzz groups. Directions must be clear and explicit. If the audience is unfamiliar with the method, a demonstration group may be formed. Each group should designate a leader and a recorder quickly. The leader sees that every member has his say. The recorder makes a written record of each contribution on the card provided. Oral reporting of group findings by the leader is preferred. In very large meetings, the buzz session may be used by providing for a second round of buzz sessions of the leaders of the original groups.

G. The Skit--

The skit is a short, rehearsed dramatic presentation involving two or more persons. It usually is acted from a prepared script and dramatizes an incident which illustrates a problem or situation.

The Skit May Be Used:

1. To introduce a topic for discussion.
2. To highlight a situation already introduced in a talk or film and to show its application tc the community or to the group.

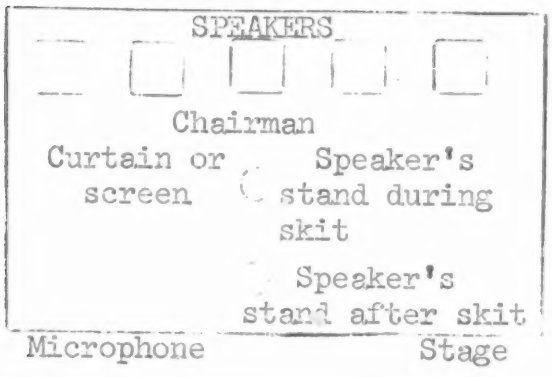
Precautions:

1. Care must be taken to prevent over-acting.
2. Costumes and props should be kept to a minimum.
3. Inappropriate humor and irrelevant action must be avoided.

Advantages:

1. It awakens lively interest and stimulates discussion.
2. It personalizes a situation and promotes emotional involvement in the problem by the audience.
3. It demands active participation by a few.

Physical Requirements:



1. The skit should be played in a part of the stage in full view of the audience. It should not disrupt the setting for the rest of the meeting.
2. Shifting of furniture or scenery should be kept to an absolute minimum.

Procedure:

The skit may be used at any point in the program. It may precede or follow a lecture or film, symposium or panel, but should come before

the discussion period. Two or more skits may be used (if so, they should be very short) to illustrate different approaches to a problem or "before" and "after." They may be given in succession or at different points in the program.

H. Role Playing--

Some members act out a real-life situation in front of the group. There is no script, no set dialogue, and they make up their parts as they go along. The group then discusses the implications of the performance to the situation or problem under consideration--most effective with groups of thirty or less.

Role Playing May Be Used:

1. To examine a delicate problem in human relations.
2. To explore possible solutions to an emotion-laden problem.
3. To provide insight into attitudes differing sharply from those of the participants.

Advantages:

1. A dramatic way of presenting a problem and stimulating discussion.
2. It can provide clues to possible solutions and explore them without the dangers inherent in a real-life trial and error approach.
3. It gives the players a chance to assume the personality of another human being--to think and act like him.

Limitations:

1. Some people may be too self-conscious or too self-centered to act successfully in role playing. Others may be shy and fear being made "ridiculous" before the group.

2. Role playing before large audiences is less effective because of the psychological effect of the large group upon the players.

Physical Requirements:

A room large enough to provide seating so that all members of the group may see the action. No stage or platform is necessary with groups of thirty or less. Costumes or elaborate props are not necessary.

Procedures:

The problem or situation must be clearly defined by the group before role playing begins. The "scene" should be set by the group leader with the assistance of the group. A brief warm-up period may be necessary to throw off self-consciousness and to get into the spirit. Players should be selected just before role playing begins and should not be warned in advance. The leader should allow the action to proceed only so long as it is contributing to understanding (usually not more than five to ten minutes). After discussion, a second set of actors may be chosen and the scene replayed.

I. The Discussion Group--

The discussion group involves a group of persons (6 to 20) who meet together to discuss informally and deliberate on a topic of mutual concern.

The Discussion Group May Be Used:

1. To develop a nucleus of leadership for community service or informal education.

2. To identify, explore, and seek solutions for problems and to develop plans of action.
3. To change attitudes through discussion and the examination of information.

Advantages:

1. Group discussion permits full participation.
2. It can establish concensus democratically.
3. It pools the abilities, knowledge, and experience of all to reach a common goal.

Leadership:

1. The leader must believe in the ability of the group. He must be able to draw out the ideas of the members and to keep the discussion moving without antagonizing anyone.

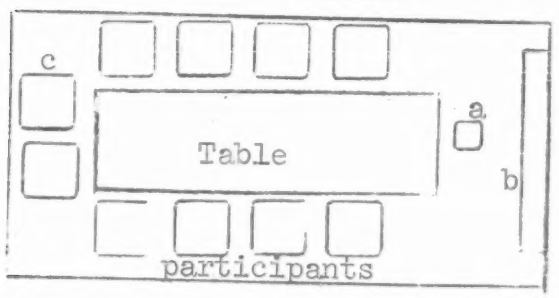
Participants:

1. Group members must be willing to listen as well as talk and accept the conclusions of the group when arrived at democratically.

Limitations:

1. Group discussion is time consuming, particularly if the group includes persons of widely different backgrounds.
2. A bossy leader or a few members may dominate the discussion.

Physical Requirements:



The group should be seated comfortably around a large table (or tables arranged in a rectangle). Face-to-face discussion is essential. An informal and relaxed atmosphere will permit free discussion.

(a--Leader; b--Blackboard; c--Recorder)

Procedure:

Should be governed by the group itself. Generally, the leader will preside and moderate the discussion.

A group may meet as long and as often as is necessary and convenient.

A change of leaders may be made to utilize special individual abilities. For example: different leaders may be used in the deliberation, planning, and action phases of the group's work.

The group may appoint a recorder to keep track of its deliberations and to report on its progress from time to time.

J. The Workshop--

A group (10 to 25 persons) sharing a common interest or problem meet together to improve their individual proficiency, to solve a problem, or to extend their knowledge of a subject through intensive study, research, and discussion.

The Workshop May Be Used:

1. To identify, explore, and seek solution of a problem.
2. To permit extensive study of a situation including its background and social or philosophical implications.

Advantages:

1. Provides the opportunity for preparation for specific vocational, professional, or community service functions.
2. Permits a high degree of individual participation.

3. Provides for group determination of goals and methods.

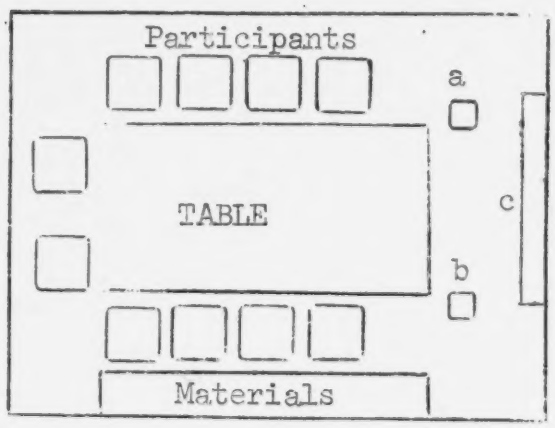
Limitations:

1. Requires considerable time from participants and staff.
2. Expensive to operate (a) high proportion of staff to participants, (b) may require special facilities or materials.

Personnel:

1. The director or leader presides. He must give democratic leadership and may have an expert or special knowledge of the subject.
2. Consultants or outside specialists may be called in as needed.
3. Participants must be willing to work both independently and cooperatively.

Physical Requirements:



1. A room large enough to provide comfortable seating for all around a large table (or tables arranged in a rectangle) with extra space for use of resource materials.
2. Library or other resource materials for research.

(a--Leader; b--Consultant; c--Blackboard)

Procedure:

The workshop is an extremely flexible method. It may be condensed into a weekend or extended over periodic meetings for several months.

A series of short workshops on related problems may be incorporated into the program of a convention or institute.

Occupational Areas and Courses Offered

Occupations in the distributive field cover a wide variety of activities involved in the flow of goods and services from producer to consumer. The intent of distributive education is to offer courses and supplemental instruction to include all the relevant activities and services except those competently covered in other vocational endeavors.

The distributive area should consider the levels of occupations in each of the functions performed by persons engaged in distribution and marketing. The three levels of performance include the duties, responsibilities and activities of management, supervisory personnel, and the rank and file employees. To be effective, the adult distributive education program should be prepared to offer courses at all levels.

Course content should vary according to the functions of the occupation and according to the institution in which the occupation is performed. Functions of an occupation, to be considered, are such activities as buying, selling, advertising, transportation, warehousing, financing, risk-bearing, and research. The type of business should also be considered. Selling at the wholesale level differs from retail sales. Selling techniques for hardware items vary greatly from the techniques used by the life insurance salesman. Consequently, the activities in which the business institution is engaged should have a bearing on the course content. The three basic types of businesses are wholesale, retail and the service establishments. Within these three categories, and in some instances within more than one of these types, lie the various occupations involved in the distributive field.

A successful distributive education program for adults must not only be prepared to offer courses covering the three levels of performance, but must also be prepared to offer courses covering all of the functions performed in each of the various types of business institutions.

The next section of this guide lists Vocational Distributive Education adult offerings which the State Department of Education has approved under Minimum Foundation Program Support. Upon application to the Division of Vocational, Technical and Adult Education of the State Department of Education, approval of other special courses may be obtained when local need has been established.

ADULT OFFERINGS IN VOCATIONAL DISTRIBUTIVE EDUCATION

Management

510 V Business Management

This course is designed for administrative management personnel concerned with the organization and operation of a business. Typical topics considered include selecting a business location, sales promotion, long and short-term financing, recordkeeping, managerial aids, and efficient use of personnel and merchandise.

511 V Establishing and Operating a New Business

This course is designed for new and/or prospective managers and/or owners of small businesses. Included in the course are units covering location determination, financing a new business, legal risks, personnel management, market research, and taxation.

512 V Applied Marketing Economics

A study of the applications of economic principles to specific marketing problems encountered by managers of distributive businesses. This short course deals with the national income and its distribution; demand, supply and prices; competition, spending and taxes; international trade and commercial policy; debt management; and money and banking.

513 V Service Station Management

This course is designed for training service station managers and owners. It covers the basic principles involved in this type of occupation. Items such as customer relations, accounting, servicing, and product control are discussed.

514 V Hotel-Motel Management

This course is designed to cover all phases of hotel and/or motel operation. It includes supervision of employees, room sales, dining room service, bellman duties, and training techniques. All phases of promoting the sales of services offered by the institution are considered, together with accounting procedures.

515 V Food Service Management

This course is designed for those persons serving in a managerial or supervisory capacity in the food service industry. It includes such phases as, but is not limited to, food purchasing, food costs

accounting, food control, food checking, and food sales and services.

516 V Insurance Sales and Agency Management

The objective of this course is to prepare individuals for insurance agency management and insurance sales management. A brief discussion of insurance history including growth of the industry and methods of operation is covered. The essentials of direct selling, group demonstrations, and the techniques of preparing sales talks are included.

517 V Warehouse Management

This course is designed for retail and wholesale personnel involved in the merchandising and distribution of salable goods from the factory to the sales counter. Transportation from sources, warehousing procedures, inventory control systems, warehouse to store distribution, insurance and protection from theft and damage, handling costs, material handling equipment, and warehouse labor problems are covered in this course.

Supervisory

530 V Credit Management

This course is designed for executive or supervisory level personnel. It concerns itself with a statement and discussion of factors influencing and determining loan policies. Methods of credit investigations and analysis, credit techniques, collection methods, specific credit problems, and regular as well as unusual types of loans are outlined and discussed.

531 V Marketing Executive Development

This course is designed primarily for executive supervisory personnel specializing in merchandising and buying. The more involved functions of marketing, inventory control systems, buying functions, and sales promotion are studied at the supervisory level. Management problems are discussed and typical operation sheets developed for various departments.

532 V Retailer-Consumer Problems

This course deals with the current status of the market, regulations affecting the industry, buyer habits and trends, and the selling, advertising, merchandising, and distribution of consumer goods. Class interests are analyzed and subject matter is fitted to the needs.

533 V Sales Analysis and Financing

This course is designed to give adequate and practical help to the manager and/or supervisor who wants to do a better job of advising his customers about finances. It provides a thorough discussion of all aspects of finance with which the family comes in contact.

534 V Merchandising and Buying

This course deals principally with training for personnel specializing in merchandising and buying. The functions of the merchandising department, inventory control system, stock turnover, the buying functions, and sales promotion are covered.

535 V Supervisory Training for Distributive Workers

This course includes a study of the basic principles of supervision and how to apply these principles in practice. It covers the job of supervision, the establishment of good human relations, evaluation of job performance, employee training, job advancement, and development of other supervisory skills.

Sales Training

550 V Principles of Retailing

This course of study shows the organization and operation of a retail merchandising business. Included is basic coverage of sales, service, sales promotion and advertising, credit and accounting, and administration departments. Also basic coverage is given to such topics as channels of distribution, store financing, personnel problems, and operating statements.

551 V Techniques of Selling

This is a basic selling course which covers the sequences that go into making a sale. Course content includes selling in various fields such as retailing, direct and wholesaling areas, and an analysis of the buyer-focused theory of selling. The use of visual aids augments classroom activities, and the student has an opportunity to practice selling in the classroom.

552 V Applied Sales Psychology

This is a short course that deals with the application of psychological principles to selling problems which include buyer motivation, the factors of attention and interest in the sales process, and the attributes of a successful salesperson.

553 V Sales Promotion

This course, designed for all types of sales personnel, covers basic methods and techniques used in sales promotion program development. Research, advertising, merchandising display, direct mail advertising, development of effective sales talks, and demonstrations are covered.

554 V Cashiering for Salespeople

This course is designed for salespersons covering machine use, essentials of business mathematics, sales and luxury taxes, and handling of sales invoices.

Specialized Sales Training

560 V Automobile Sales

This course is designed to prepare individuals for employement as automobile salesmen. The course includes sales techniques, prospecting, qualifying, insurance coverage, auto financing, closing sales, and owner follow-up.

561 V Floral Design and Sales

This course is designed for personnel employed as retail florists. A study of basic designs and specific sales techniques are covered.

562 V Household Appliance Merchandising

This course is designed for individuals engaged in the sale of household appliances. It includes specific information relative to appliance performance, warranty periods, types of appliances and their proper use, and sales techniques.

563 V Route Selling

This course includes discussions on how to secure good public relations for your firm, knowing your product and your job, traffic safety, and promoting additional business.

564 V Securities Sales Training

This course is designed for bankers, investment businesses, investment salesmen, and others interested in learning the operations and methods involved in merchandising stocks, mutual funds, bonds, and listed and unlisted securities. Analyses are made of a number of different types of investments.

565 V Interior Decorating for Retail Sales

This course is designed for persons employed in selling furniture, draperies and fabrics, household accessories, carpeting, paint, and other lines requiring a knowledge of interior decoration. Emphasis is placed on presenting information regarding design and color to assist in making more effective sales.

Banking

570 V Banking Fundamentals

This course offers a study of the principles and functions of commercial banking in the United States and stresses the fundamentals of banking. It explains the operating principles of both small and large banks and gives complete coverage to all ordinary banking procedures.

571 V Negotiable Instruments

This course is built around the provisions of the uniform negotiable instruments law with emphasis upon bills of lading, stock certificates, bonds, certificates of deposit, trade acceptances, warehouse receipts, and other similar banking instruments.

572 V Savings and Loan Principles

This course stresses the basic principles of savings and loan organizations and explains the procedures involved in their operation.

Insurance

580 V Principles and Practices of Insurance

This course is designed to teach the basic information and skills needed to obtain and retain employment in the insurance business. Basic sales procedures, such as contacting prospects, sales interviews, analysis of insurance policies and programs, are covered.

581 V Insurance Sales Training

This course is designed especially for training in the sale of insurance. It includes a study of minimizing and meeting risks, disposition wants, estate questionnaire, securing action, estate creation and conservation, the sales process, and fitting the product to the market.

582 V Insurance Rating

This course deals with the rating problems encountered in a general insurance agency; fire, automobile, casualty, fidelity, and surety. Practice with up-to-date manuals and policies enables the learner to obtain knowledge of the major factors involved in fidelity and surety and insurance rating.

Real Estate

590 V Real Estate License

This course includes a study and review of the Florida real estate license law. It covers the field of real estate with particular emphasis placed on real estate law and ethics used by successful brokers and salesmen.

591 V Real Estate Law -- Instruments and Documents

This course covers legal practices and procedures in real estate and includes a study of the legal documents used in real estate transactions. It offers actual practice in the preparation of various legal forms.

592 V Real Estate Sales Promotion

This course covers all phases of the various ethical techniques used in selling real estate. Fundamental concepts concerning human relationships and various methods used in advertising and promoting the sale of real estate are included.

593 V Real Estate Appraisals

This course includes a study of the nature and purposes of appraisals, reasons for and use of appraisals, depreciations, income approach, types of appraisals, valuations, maps, values, costs, and markets.

594 V Real Estate Finance

Typical topics considered include the problems involved in obtaining mortgage money, money sources, mortgage liability, foreclosure proceedings, debts and pledges, titles, recording rights, and liabilities of mortgagor and mortgagee.

Hotel, Motel, and Restaurant

600 V Waiter-Waitress Training

This course covers techniques used in greeting guests, seating them, taking orders, serving food, proper sanitation practices, and suggestive selling to aid uncertain customers.

601 V Hostess Training

This course, designed for restaurant personnel, covers the proper way to handle goods, dress, how to take orders, placing of orders, seating and arrangements, dining room service, and ways to make customer's meals pleasant.

602 V Hotel-Motel Front Office Procedures

This course covers the basic duties and responsibilities of front office personnel, i.e., registering and rooming guests, reservations, recording charges and credits, billing guests, checking out guests, preparing transcripts of guests' accounts receivable, and balancing transcripts.

603 V Hotel-Motel Cashiering

This course includes instruction in procedure and mathematics to enable the learner to prepare guest accounts accurately. Posting of charges and credits to individual guest accounts, handling of checks and making change, posting of charges and credits to accounts of non-registered guests, handling of transcripts, and check-ins and check-outs are considered.

604 V Hotel-Motel Auditing and Posting Machine

This course includes a study of posting charges and credits to guest accounts, correcting errors, balancing cash at end of watch, transferring bills to new accounts, taking trial balance, and proving all transactions made during the watch.

605 V Hotel-Motel PBX Operator

This course includes a study of the manipulative skills involved in handling keys, cards, supervisory signals, dials, extensions, incoming and outgoing local and long distance calls, voice techniques, and courtesy. Proper phrasing, paging, and filing names of guests are included.

606 V Executive Housekeeping

This course develops leadership and organizational ability for supervisory personnel responsible for maintaining an establishment in a clean, orderly, and attractive manner. It includes the basic technical knowledge essential to the position.

607 V Hotel Housekeeping

Training in the cleaning, orderliness, and decorating of a commercial housing establishment, including the purchasing of supplies and equipment for the housekeeping department.

Specialized Courses

620 V Advertising

Included in this course are retail advertising procedures, copywriting and testing, selection and use of illustrations, direct mail advertising, including research and analysis of sales territory, and the coordination of the display, advertising, and sales departments.

621 V Display

This course offers training in design, trimming and constructing interior and window display for small stores and large stores. It includes the techniques of display from the idea to the completed construction. Individual problems in window display and trimming are studied in classes held in local stores.

622 V Export and Import Practices

This course provides training for entrance into the export and import business. Preparation of forms for import and export duties and taxes on different classes of merchandise are included.

623 V Income Tax Problems for Business

The material taught in this course is based on the internal revenue code. Persons in the tax accounting field who prepare returns for private individuals, merchants, and other businessmen are taught to prepare and keep suitable records for income tax purposes. They are taught to prepare their income tax returns according to legal interpretations.

624 V Traffic Management and Rates

This course offers basic information on routing procedures and interstate commerce rules and regulations for the person entering employment in this field. Particular emphasis is given to new developments in the field of traffic control.

625 V Travel Agency and Ticketing Procedures

This course provides information concerning reservation procedures, conducted tours, ticketing, visas and passports, money exchange rates, express, baggage handling, and other problems in local and foreign travel. All methods of travel are covered.

APPENDIX

PRECEDING PAGE BLANK-NOT FILMED

Form CG-10-Rev. '66–50M

DO NOT FILL IN

Type _____ R_____

Degree_____Sm. Hrs._____

Issued____Exp.____Yrs. Exp.____

Issue Upon Request ( ) Issue ( )

Date_____

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE

APPLICATION FOR TEACHER'S CERTIFICATE

INSTRUCTIONS:

The applicant must assume full responsibility for filing a completed application. A completed application involves the following items:

1. A FEE of $5.00 (Check or money order payable to "State Department of Education"). Please do not send cash. (NOT RESPONSIBLE FOR CURRENCY SENT THROUGH THE MAIL)

2. a. AN ORIGINAL, AUTHENTIC TRANSCRIPT OR official copy of the applicant's college credits. In either case, the transcript must bear the seal of the institution and signature of Registrar. Occupational experience must be verified by letters from employers for Vocational-Industrial certification and for Adult Education.

   b. Should the institution granting degree have policy of not releasing transcript to applicant, the applicant is requested to execute this form, attach fee, and send to institution so that transcript might be attached and sent directly to the Certification Section, State Department of Education, Tallahassee, Florida.

3. Substantiation of birth date (for initial certification).

4. This application must be NOTARIZED.

NOTE: Fee, transcripts and testimonials will not be returned. All future correspondence with the State Department of Education must bear name as it appears on original application and SDE number when assigned.

Florida State Department of Education or Teacher Retirement Number, if any.

_____

DO NOT FILL IN

Accounting _____

Transcript In_____

Documentation _____; N-315____

Age_____; Ver._____ Cit._____

Score _____

Notarized____; H.C._____ C.R._

Rec.____ Sig. of Co. Supt._____

Method of Pay _____

Fee Transferred _____

Fee Refunded _____

Fee Re-submitted _____

Carded _____

I—PERSONAL RECORD

Federal Social Security No. _____ _____ _____ Date _____

NAME Miss / Mrs. / Mr. _____ (Husband's Initials) _____
First Middle Maiden Last

Mail Certificate to: _____ _____ _____ _____
Street or Route No City County State

Permanent Address: _____ _____ _____ _____
Street or Route No. City County State

1. Female _ White (___) 1. Single (___)
2. Male _ White (___) 2. Married (___)
3. Female _ Negro (___) 3. Divorced (___)
4. Male _ Negro (___) 4. Widowed (___)

Date of Birth: _____ _____ _____, Age_____ (Min. 20 yrs. or 4-yr. degree from accredited institution; Max. 69 yrs. for full-time teaching)
Month Day Year

Place of Birth: _____ _____
City or County State

Are you a citizen of the United States?_____ Natural born (_____) Naturalized (_____)

II—TRAINING RECORD

	LOCATION City	State	YEARS ATTENDED from	to	No.	Date of Grad.	Kind of Degree	Semester Hours Credit	Majors and Minors
High School:			19	19		19			
Colleges attended:			19	19		19			

Please list in this space the EXACT NAME UNDER WHICH YOU WERE REGISTERED at above institutions

III—CERTIFICATE REQUEST

1. Check below the item which indicates the grade organization or area for which you desire certification.

Grades 1-12
- ( ) Elementary (grades 1-6)
- ( ) Secondary (grades 7-12)
- ( ) Elementary and Secondary (grades 1-12)
- ( ) Substitute Teacher (grades 1-12)

Adult Education
- ( ) Full-Time
- ( ) Part-Time
- ( ) Homemaking

Junior College
- ( ) Academic
- ( ) Technical
- ( ) Nursing Education
- ( ) Dental Hygiene
- ( ) Forestry
- ( ) Special Occupations
- ( ) Part-Time

Vocational

Part Time	Full Time	
( )	( )	Vocational-Industrial
( )	( )	Vocational-Distributive
( )	( )	Vocational-Cooperative
( )	( )	Vocational–Technical

DO NOT FILL IN

2. List subject or field in which you wish to be certified:_____

3. School year for which certification is desired: July 1, 19_____ through June 30, 19_____.
Certificates are valid as of July 1 of the SCHOOL YEAR for which they are issued.
Give the following information about any FLORIDA certificate you hold or have held:

TYPE NUMBER DATE ISSUED

PLEASE READ CAREFULLY:

If you are teaching in Florida, it is essential that the certificate be issued to cover the year you are teaching. If your certificate is not needed for employment at the time of application, issuance of the certificate can be left pending for a maximum of one year from the date the application is received in the State Department of Education. If the issuance of the certificate is left pending, you will receive a statement of your eligibility for certification, but the certificate will not be issued until you request it.

Please Designate Preference Below: (If neither is checked, the highest type certificate for which you are eligible will be issued.)

_____ 1. Certificate is needed for employment. I shall accept the highest type certificate for which I am entitled.

_____ 2. Please send me a statement of my eligibility for a certificate, but leave my application pending until I request the certificate be issued. (If certificate is not issued, the application will expire one year from the date it is received in the State Department of Education.)

TEACHER EXAMINATIONS—Section 231.16, Florida Statutes.

Have you taken one of the teacher examinations listed below? ( ) YES. ( ) NO.
If answer is YES, official report of scores must be submitted.

Name of Examination	Type or Phase of Examination	Required Score
NATIONAL TEACHER: Common Examination Score_____	Common Examination	500
GRADUATE RECORD: Institution at which taken _____ Examination No. _____; Score _____	Verbal and Quantitative Abilities	800
DEPARTMENT OF EDUCATION SCHOLASTIC APTITUDE TEST (available only to those with 60 hours or less of college credit)	Verbal and Quantitative Abilities	286

IV—COMPLETE TEACHING EXPERIENCE RECORD (Do not List Substitute or Part-Time Teaching Experience.)

(If additional space is needed, please use separate sheet of paper and attach it to the application blank.)

YEAR NO.	SCHOOL YEAR	AGE	STATE	COUNTY	SCHOOL	POSITION	GRADES TAUGHT, OR IF DEPARTMENTALIZED, SUBJECTS TAUGHT	NO. MONTHS TAUGHT IN SCHOOL TERM	TYPE OF CERTIFICATE HELD
1.	19 to 19								
2.	19 to 19								
3.	19 to 19								
4.	19 to 19								
5.	19 to 19								

I hereby certify that I subscribe to and will uphold the principles incorporated in the Constitution of the United States of America. I understand that Florida statutes provide for revocation of a teacher's certificate if evidence and proof is established that the certificate has been obtained by fraudulent means (Section 231.28, F.S.). I further certify that all information pertaining to this application is true and correct.

V—NOTARIZATION

_____
Signature of applicant

Sworn to and subscribed before me this _____ day of _____, 19____.

_____
Signature of Notary Public

My commission expires _____

(Affix Seal Here)

VI—HEALTH CERTIFICATE (BASED ON EXAMINATION MADE WITHIN SIX MONTHS IMMEDIATELY PRECEDING THE DATE APPLICATION IS FILED IN STATE DEPARTMENT OF EDUCATION)—Section 231.17, Florida Statutes

This is to certify that on this day _____ I, a licensed medical doctor, examined
Month Day Year

_____ and found (him) (her) free from malignant, communicable, or mental diseases
Name of Applicant

and from any physical illness, defect, or deformity which would impair or prevent the performance of duties, functions, or responsibilities of a teacher.

_____ _____
SIGNATURE OF DOCTOR (Facsimile Stamp not Acceptable) City DOCTOR'S ADDRESS State

VII—CHARACTER REFERENCE—Section 231.17, Florida Statutes

This is to certify that I have known _____ for _____ years. From this acquaintance and association I certify that (he) (she) is of good moral character. I therefore recommend (him) (her) for a certificate to teach in the schools of Florida.

_____ Signature of Person Making Recommendation

_____ Address

_____ Position

_____ Date

VIII—RECOMMENDATION—Section 231.17, Florida Statutes

Each applicant who graduated subsequent to July 1, 1961, with a four-year or higher degree and who has not had at least three (3) years of teaching experience in a public or non-public elementary or secondary school shall be recommended for a teacher's certificate by an official designated by the president of the institution of higher learning from which he most recently graduated. If no one has been designated, the signature of the president, dean or registrar will be acceptable.

TO BE COMPLETED BY THE APPLICANT

Name _____ Date of Birth _____
First Middle Maiden Last Mo. Day Year

Address _____
Street & Number Box or Route City State Zip Code

Degree & Date Conferred _____ Major _____

TO BE COMPLETED BY THE DESIGNATED COLLEGE OFFICIAL

(Please complete item 1, 2 or 3, then date and sign)

1. PROFESSIONAL RECOMMENDATION

On _____, the applicant satisfactorily completed all (_____ course) (_____ degree) requirements for the
Date

_____ NCATE- approved program

_____ State-approved institutional program

and is recommended for a Florida teacher's certificate as follows: (Indicate subject or field in which certification is recommended)

2. NON-PROFESSIONAL (OR TEMPORARY) RECOMMENDATION

On _____, the applicant satisfactorily completed all requirements for the _____ degree, but did
Date Type

not complete the approved program for professional teacher certification.

The applicant was not enrolled in, or has not completed a teacher training program, but there is no known reason to deny temporary certification if Florida requirements have been met.

3. CANNOT RECOMMEND (explain):

DATE _____

SIGNED _____
Designated College Official

_____
Title or Position

_____
College or University

IX—THIS SECTION APPLIES ONLY TO APPLICANTS FOR ORIGINAL CERTIFICATES LISTED IN THIS SECTION:

(Individuals who have held Temporary or Part-Time Certificates should use form CT-2)

TO BE COMPLETED BY THE COUNTY SUPERINTENDENT

The county superintendent must complete this section of the application if the applicant is a non-citizen (other than Cuban) or if the application is for:

1. A certificate for Substitute Teaching;
2. A first Temporary or Interim Certificate for full-time teaching based on less than a four-year college degree;
3. A part-time certificate for:
   a. Adult Education
   b. Vocational Education
   c. Junior College

NOTE: 1. A non-citizen other than Cuban must file Declaration of Intention Form N-315 with this application;

2. Cuban citizens must file application Form CG-10—Special.

I request that a Certificate, as indicated below, be issued to _____ (First Name / Middle or Maiden / Last)

to teach in _____ (County) for the 19_____- 19_____ school year. This teacher has approximately _____ (Number)

semester hours of college credit.

( ) Substitute

( ) Full-time Temporary

( ) Junior College (Part-Time)

( ) Non-Citizen

Part-Time	Full-Time	Subject Area _____
( )	( )	Adult Education
( )	( )	Adult Homemaking
( )	( )	Vocational Business Education
( )	( )	Vocational Distributive Education
( )	( )	Trade and Industrial Education
( )	( )	Technical Education

Signed _____ (County Superintendent (or Junior College President if applicable)) Date _____

X—ADULT, VOCATIONAL EDUCATION OR JUNIOR COLLEGE (ADULT HOMEMAKING, BUSINESS EDUCATION, DISTRIBUTIVE EDUCATION, DIVERSIFIED COOPERATIVE EDUCATION, TRADE AND INDUSTRIAL EDUCATION AND TECHNICAL EDUCATION APPLICANTS ONLY)

(a) Qualifying occupational experience in field(s) to be taught (If required for the type of certificate requested)
Verify all required trade or practical experience by submitting original letters on business stationary from employers stating kind of work done, degree of success, and dates. (This does not refer to teaching experience.)

(b) Professional License

The applicant holds the following professional license(s) in the field to be taught:

Type _____ Issuing Authority _____ (Name of Licensing Agency & Address)

Date _____ Number _____ Validity Period _____

When completed please mail this form with supporting documents to:

Teacher Certification Office

State Department of Education

Tallahassee, Florida

FLORIDA REQUIREMENTS FOR TEACHER CERTIFICATION

Distributive and Industrial Education

Each applicant shall meet all requirements common to all certificates, except as hereinafter specified, and shall hold a high school diploma or a state certificate of equivalency based on the general education development tests or other standardized achievement tests approved by the state board of education. Certification to cover distributive education subjects in an adult program will be issued to applicants under the same regulations outlined for industrial education, provided the occupational experience is in the fields of distribution and/or sales and services. When a bachelor's or higher degree is made a part of the certification, the degree major must be in distributive education or from a recognized school of business in a standard institution.

All certificates covering industrial education currently valid under regulations existing prior to February 1962, and all certificates covering distributive education currently valid under regulations existing prior to July 1, 1956, will not be affected by these regulations during the period of current validity.

(1) FULL-TIME TEACHER OF DISTRIBUTIVE AND INDUSTRIAL EDUCATION

This certification covers full-time teachers of vocational trade shops, technical laboratories, industrial related subjects, school-industry cooperative training, and distributive education subjects.

(a) Experience Requirements.--Each applicant shall be a master or senior employee of the industrial or distributive occupation in which instruction is to be given and for which certification is requested. He shall have worked in the occupation for an employer in industry, business, or government as a wage earner for at least 6 years of full-time employment (or the equivalent in part-time employment), 2 years of which must have been at the journeyman, technician, engineer, or trained employee level. The applicant shall have been employed a minimum of 6 weeks in the occupation within the 5 year period preceding the date of application, except where the applicant has been teaching the occupation in an approved industrial education or distributive education program for 1 year of the 5 year period.

(b) Competency Requirements.--One of the following means of determining occupational competency may be accepted in lieu of the qualifying work experience requirements:

1. Graduation from a standard four year institution of higher learning with specialization in the occupational field for which certification is requested, plus 2 years of work experience at the journeyman, technician, engineer, or trained employee level. Non-graduate occupational training in an institution may be accepted year for year for the learning period, provided at least 9 semester hours of skill or theory course work in the occupation are completed for each year credited.

2. Successful completion of a program of training in a vocational or technical institution approved by the state board for vocational education in the state where the institution is located. Included in this program shall be specialization in the occupational field for which certification is requested, plus 2 years of work experience at the journeyman, technician, engineer, or trained employee level.

3. Licensing by a recognized licensing agency, plus 2 years of work experience at the journeyman, technician, engineer, or trained employee level in the occupational field for which certification is requested. A recognized licensing agency is a legally constituted body authorized and empowered by law to grant licenses. Where occupational licensing is legally required of teachers, such applicants shall hold a valid license in that occupation.

4. A certificate of completion of an apprenticeship as established by the United States Department of Labor, the Florida Industrial Commission, or any state apprenticeship department, plus 2 years of work experience at the journeyman or master mechanic level.

5. Thirty (30) semester hours of college credit earned by occupational competency tests from a standard institution of higher learning approved by the state board for vocational education in the state where the institution is located, plus 2 years of work experience at the journeyman, technician, engineer, or trained employee level. Less than 30 semester hours credit shall be prorated at the rate of $7\frac{1}{2}$ credits per year of experience.

(c) Other Requirements.--Applicants for certificates shall furnish the following documentary evidence, when required, to verify employment offered in satisfaction of certification requirements. (For the purpose of verifying self-employment, or if a former employer is no longer in business, verification of qualifying

occupational experience may be submitted by a notarized affidavit from another individual or firm who was familiar with the applicant and his work and could certify as to the length and type of work experience.):

1. Signed statements from former employers on business stationery

2. Certification on union letterhead by the business agent of the local union to which applicant belongs verifying work experience

3. Official transcript of college credits

4. Official certificate of completion of vocational or technical institute training

5. Valid license in occupation to be taught

6. Certificate of completion of apprenticeship

7. Military discharge papers showing ratings and specialties in service

(2) PART-TIME CERTIFICATE

This certification covers part-time and substitute teachers of industrial-technical and distributive subjects who are paid an hourly wage and teach courses for adults which are classified as part-time classes. Holders of full-time certificates covering the subject to be taught may teach in the part-time program.

1. Part-time Certificate.--The part-time certificate in Rank III, will be issued to applicants who certify by means of a notarized affidavit, 6 years employment, of which a minimum of 2 years must be at the level of journeyman, technician, engineer, office worker, or was in sales and services to the public, in the occupation for which certification is requested. The same occupational competency equivalencies for work experience may apply to a part-time teacher as to a full-time teacher. Occupational competency may also be verified by a written attest from the chairman of the local craft or occupational advisory committee that the applicant has received a majority endorsement of the representatives on the committee. Such verification will be accepted only if the chairman of the committee is an industrial or business representative and not a public school employee. The part-time certificate will be valid for ten years.[1]

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[1]Florida Requirements for Teacher Certification, State Department of Education, Tallahassee, Florida, section 42, pp. 113-115, 118.

The Mary Karl Vocational Division

DAYTONA BEACH JUNIOR COLLEGE

certifies that

has completed a *hour course in*

and is awarded this

Certificate

on this *day of* *nineteen hundred and*

at Daytona Beach, Florida

Hal Massey
Director

Instructor

Pensacola Junior College

Center For Adult Studies

Programs in Vocational and Technical Education

Pensacola, Florida

This is to Certify that _____

has successfully completed a _____ *program of*

instruction in _____

This _____ *day of* _____ *19*_____

Carl W. Rook
VICE PRESIDENT

_____
INSTRUCTOR

_____
DIRECTOR

DADE COUNTY PUBLIC SCHOOLS
Division of Vocational,
Technical and Adult Education
Dade County, Florida

has satisfactorily completed a ____ hour course in

Date of issue _____

_____ _____
Instructor Supervisor

Dade County Public Schools

Division of Vocational, Technical and Adult Education

Dade County, Florida

This is to Certify that

has met the requirements of a course of training in

as prescribed by the Division of Vocational, Technical and Adult Education, Dade County Board of Public Instruction, and is hereby presented this

Certificate

In witness whereof we hereby affix our signatures on this day of , 19

INSTRUCTOR SUPERVISOR

IN APPRECIATION

BE IT KNOWN THAT

Was the Guest Speaker in the Distributive Education Course in

_____

A DEPARTMENT OF THE VOCATIONAL EDUCATION DIVISION OF THE
DADE COUNTY BOARD OF PUBLIC INSTRUCTION

* * * * * * * * * * * * * * * * *

WE HERE EXPRESS OUR SINCERE APPRECIATION

DATE_____

_____
ADULT DISTRIBUTIVE EDUCATION
COORDINATOR

LINDSEY HOPKINS

_____
INSTRUCTOR

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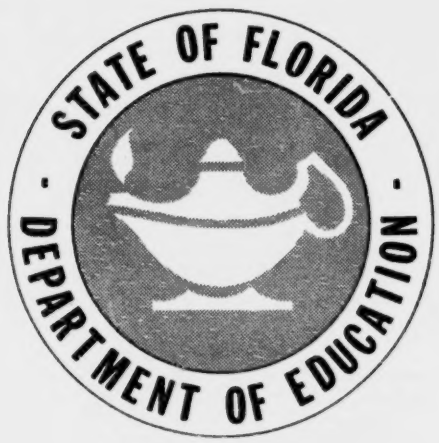

TALLAHASSEE, FLORIDA